



Stellenbosch
Business School

Sharing Information on Progress report 2019-2022



Contents

01

Message
from the
Director

02

Executive
summary

03

Stellenbosch
Business School
in context

04

Mission,
vision and
values

06

Strategic
priorities

08

Programme
portfolio

09

Our value-creation
model – providing
students with a
transformative
learning journey

10

Developments
over the period
2019–2020

11

Stakeholder
relationships

14

Advancing the
Sustainable
Development
Goals

15

Alignment with
the PRME

26

Conclusion

Message from the Director

The period 2019 to 2021 has been one of significant change both for us as a business school and for the world of management education. It has been a period in which our commitment to responsible management education and responsible leadership has ensured that the School remains true to its values and its responsibility to its ecosystems.

Our work during this period was guided by our 2019–2021 strategy – the result of an intensive collective process inside and outside the school in 2018. We were guided by our vision to be recognised as a source of value for a better world with a pride on our African identity. Throughout this process our commitment to responsible management education and responsible leadership has remained consistent and guided the School through the key challenges.

The global pandemic created significant challenges for South Africa, management education, and the School's responsibilities

to its stakeholders. Thanks to previous strategic decisions the School was well-placed to respond to the challenges of online and hybrid learning. The professionalism of the staff ensured the continuity of services, on-going engagement with our ecosystems, and the maintenance of the School's culture, even while transitioning to a new Director who had to take up his new position remotely.

The School has remained committed to the principles of PRME during this period and made a number of strategic choices that reaffirm these values. Our new identity as Stellenbosch Business School (from 2022) will allow us to communicate more clearly and better serve our local ecosystem by emphasizing our roots in the Western Cape Province. Furthermore, we have built on our work in responsible leadership and committed to mainstreaming this throughout our activities. The future of the School is firmly within the principles of responsible management education and looks bright.

“Our commitment to responsible management education and responsible leadership has remained consistent and guided the School through the key challenges.”

**Mark Smith,
Director of Stellenbosch Business School**



Executive summary

In this Sharing Information on Progress (SIP) Report, Stellenbosch Business School provides its view on the links between our understanding of our identity, mission and values, our alignment to the PRME, and how the impact of COVID-19 has affected us as a school.

In preparing this report, we build on the previous report that showcased a Stellenbosch Business School-PRME-SDG mapping exercise and how the School was advancing the Strategic Development Goals (SDGs) through our teaching and learning, research, and social impact. We maintain our support of sustainable development from a value-driven perspective, without making deliberate choices about which SDGs we prioritise. Our staff remain committed to the advancement of sustainable development in spite of the changing world of work due to COVID-19 and its impact on both our personal and professional lives.

For this most recent reporting period, with an established framework, we proceeded to gain further insight into how the PRME filters through various centres, programmes, and partnerships within Stellenbosch Business School. Our process took into consideration the views of a range of stakeholders.

Primarily we focused our attention on conducting a qualitative survey to all staff to "express how they engaged with the PRME and to describe the impact of COVID-19 on our ability to deliver on advancing the Sustainable Development Goals during the reporting period". While we received many contributions, it is only possible to present some in this report.

In this report we share the continued alignment with PRME by reflecting on our advances in research, progress on selected programmes, our alumni, and staff and student well-being. Furthermore, the expansion of our partners includes a new approach that embeds partnerships with community-based organisations as central to our stakeholder relationships.

“We maintain our support of sustainable development from a value-driven perspective, without making deliberate choices about which SDGs we prioritise.”

**Armand Bam,
Head of Social Impact at Stellenbosch Business School**



Stellenbosch Business School in context

Stellenbosch Business School (formerly the University of Stellenbosch Business School¹) forms part of the Faculty of Economic and Management Sciences at Stellenbosch University. Together with the University, the School is situated in the heartland of agriculture and tourism in the Western Cape province of South Africa. The School is also, together with the University, immersed in the broader South African narrative of change, transformation and transition since the formal end of apartheid in 1994. In the broader context, the School, Stellenbosch University and South Africa are part of the African continent, richly endowed with natural and human resources and a youthful population, yet underdeveloped and poorly governed.

It is in this context that Stellenbosch Business School chooses to make responsible leadership the hallmark of its management education offering. While providing a context-relevant suite of postgraduate management programmes and executive development offerings, the School also places a high premium on the integration of ethics,

responsibility and sustainability across all programmes and subjects. Referencing the Sustainable Development Goals (SDGs), emphasising corporate sustainability and responsibility, and ensuring that students understand the theory and practice of good governance have become integral aspects of all the School's academic programmes.

Stellenbosch Business School has, since 2016, organised its work in terms of three interrelated strategic pillars, namely teaching and learning, research and social impact. Our teaching and learning should be informed by well-grounded research, and also requires societal relevance and impact. While research informs teaching and learning, it should also account for how it benefits both business and society. Social impact, on the other hand, permits the School to have a deliberate impact on its local ecosystem beyond that in the other two areas of academic application.

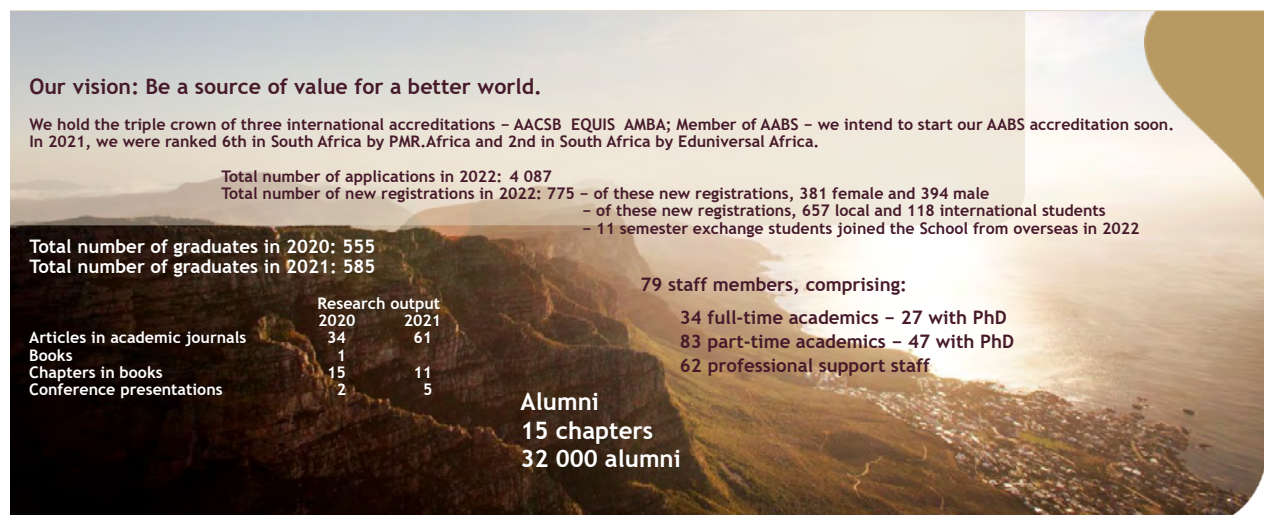


Figure 1: Stellenbosch Business School at a glance

¹ The name Stellenbosch Business School after rebranding in 2022 is aligned with the rebranding of Stellenbosch University in 2021.

Mission, vision and values

Stellenbosch Business School's mission, vision and values provide guidance in all activities and decisions. The School's primary focus and key differentiator is the development of responsible leaders. This focus always has to be contextualised within a South African and broader African context while staying connected with global developments.

Whilst the latest expression of our mission, vision and values was strategically revisited in 2018 and set for the period 2019 to 2021, it is reviewed on an annual basis. Where necessary, adjustments are made. There was another major review in 2021 for the period 2022-2025.

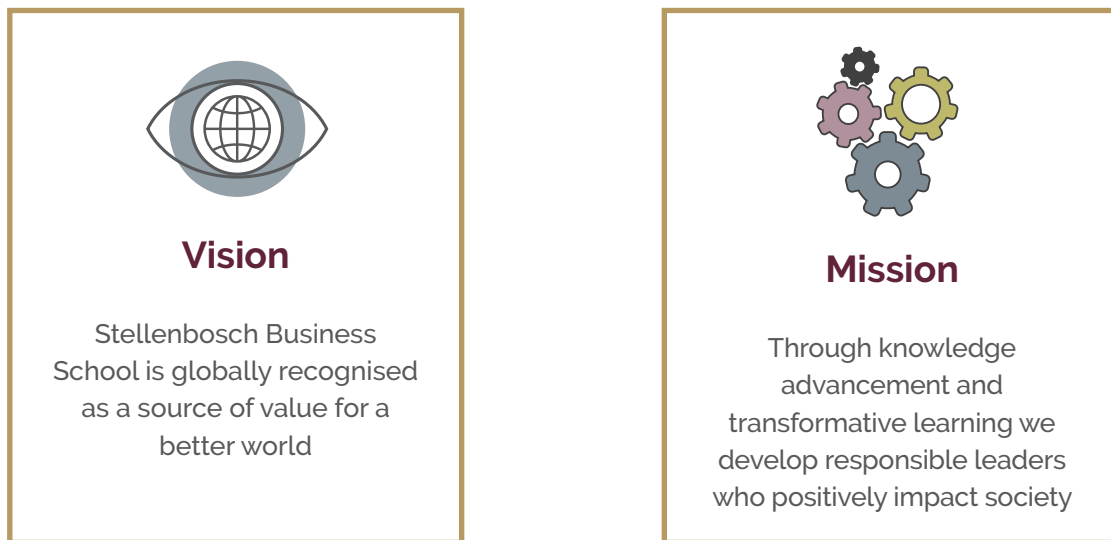


Figure 2: Stellenbosch Business School vision and mission



Identity statement

We are proud to be an African business school of global repute

Values

- **Excellence** We improve continuously to exceed expectations
- **Value creation** We create a better world
- **Equity** We commit to restitution, fairness and inclusivity
- **Accountability** We are answerable for our actions
- **Respect** We embrace the dignity of each person and civility of public discourse
- **Compassion** We care for the well-being of all our stakeholders

The mission emphasises the development of responsible leaders through both programmes and research. The common understanding at the School is that responsible leadership is a broad term that shapes activities across all of what the School does, in support of the achievement of the SDGs) Research efforts, in the areas of leadership, ethics, corporate governance, development finance, future studies, gender equality, and dispute settlement, shape public discourse and policy regarding responsible management. Furthermore, our curricula reflect a responsible leadership and management focus through dedicated content and specific learning objectives per programme, which are assessed in the assurance of learning (AoL) process.

The School's identity confirms its roots not only as a South African, but also as an African business school. The establishment and strengthening of African partnerships and networks, the creation of a research agenda focussing on African challenges, and the inclusion of African case studies and examples in the classroom reflect an ongoing commitment to embody the African identity.

Our values set the framework for decision-making and guide the behaviour of everyone at the School. The formulation and interpretation of these values were discussed in workshops with all staff members in 2018–2019.

Strategic priorities

As a strategically minded business school, Stellenbosch Business School's academic work and institutional life is guided by a constantly updated strategy map or balanced scorecard.

The School's strategy for the period 2019–2021 was the fruit of a major review of the School in 2018 and drew upon a detailed and extensive consultation process with the School's internal and external stakeholders, after a similar process had occurred in 2014. As such, the School today has a proven process and solid foundation upon which to reflect on its position and future. The thorough work undertaken in previous phases provides that solid foundation and continuity for the School's strategic processes as well as a strong sense of ownership. The 2021 reflection underlined that while there was progress during the 2019–2021 strategy phase, implementation was not as strong as it could have been. This outcome is not uncommon for many organisations and factors such as the COVID-19 pandemic, a change in a number of the leadership positions in the School (Director, MBA head, Registrar), and a weakness in the internalisation of some elements of the strategy, help explain this situation. Nevertheless, the School did make significant advances in many areas and in particular in relation to the position of research, the strength of its partnerships, investment in the teaching and learning team, and in the development of its learning pathways.

Stellenbosch Business School's mission and vision have been translated into a Strategy Map, representing a one-page summary of the key strategic goals for a planning period of usually two or three

years (see Figure 3). The Strategy Map is used as a communication mechanism to key stakeholders and as the basis for operational planning and decision-making for the different academic and service units. The previous 2015–2018 Strategy Map was revised in 2018 and finalized in 2019 in order to align with the strategy put forward by Stellenbosch University.

The 2019–2021 strategy departed from the 2015–2018 strategy in a number of areas:

- It put bigger emphasis on impact and value creation for a better world.
- It provided a very clear focus for the Teaching and Learning team to design flexible and transformative learning pathways for our students, while emphasizing the student experience as a key goal.
- It emphasized the School's aspiration to have a global impact, while maintaining its identity as an African school.
- It placed greater emphasis on the digital infrastructure of our facilities, while also empowering teaching faculty with the competences to teach in hyflex classrooms.
- It put a much stronger emphasis on impact through meaningful partnerships

Many of the core principles of the 2015–2021 strategy are carried over into the 2022–2025 strategy as we pivot the School's strategy in response to the post-pandemic environment, take advantage of a rebranding process (2022), and adapt to the new competitive environment.



VISION

USB is globally recognised as a source of value for a better world



IDENTITY STATEMENT

We are proud to be an African business school of global repute



MISSION

Through knowledge advancement and transformative learning we develop responsible leaders who positively impact society

STRATEGY MAP METRICS 2019-2021

KEY ASPIRATIONAL DESCRIPTIONS

VALUES

EXCELLENCE: We improve continuously to exceed expectations

VALUE CREATION: We create a better world

EQUITY: We commit to restitution, fairness and inclusivity

ACCOUNTABILITY: We are answerable for our actions

RESPECT: We embrace the dignity of each person and civility of public discourse

COMPASSION: We care for the well-being of all our stakeholders

Strategic goal • Success indicator

BUSINESS PERSPECTIVE

B1 Be a thriving business school

- Provide annual update via integrated progress report on six capitals achievements
- Achieve annual financial targets for reserve and strategic funds

B2 Create value for a better world

- Provide annual update via integrated progress report on six capitals achievements

STAKEHOLDER PERSPECTIVE

S1 Be a learning institution of choice for responsible leadership

- Reach annual enrolment targets
- Obtain direct feedback from students on why they chose USB and monitor what is 'played back' in terms of responsible leadership.
- Participate in annual FM survey
- Monitor and leverage feedback from high-profile alumni in leadership positions

S4 Be an employer of choice

- Achieve equity and international targets as set on annual basis
- Monitor quality/number of applicants for vacancies
- Learn from exit interviews

S2 Grow a cutting-edge reputation

- Obtain full term triple accreditation at first attempt, plus AABS
- Host high profile events
- Profile alumni in leadership positions
- Participate in public debates, put out opinion pieces by faculty members
- Monitor media uptake of USB related opinion pieces, research, events
- Conduct regular reputation surveys
- Produce annual Women's Report and periodic RSA business cases (e.g. Steinhoff)

S5 Be a leading research institution

- Number of DHET credits
- Number of PhD completions
- Number of international conference papers
- Make research at USB more visible by leveraging research content on USB Management Review, in mainstream media and on social media. Monitor and adjust continually.

S3 Be a convening space of choice

- Offer upscaled events calendar according to year plan
- Draw high profile speakers

S6 Be a partner of choice

- Increase and leverage number of quality international partnerships
- Increase incoming international groups to 20+ per annum
- Source funding for chairs, contract research, USB-ED growth
- Establish and expand cooperation with other business schools

PROCESS PERSPECTIVE

P1 Offer personalised learning pathways

- Guide students to articulate from USB-ED into formal programmes
- Encourage students to opt for international learning opportunities
- Encourage students to enrol for further programmes

P4 Offer an attractive employee value proposition (see S4 and R3)

- Biannual staff engagement survey above 85%
- Manage academic workloads effectively via work hour model
- Increase number of staff participating in exchange opportunities

P2 Deliver a wow transformative experience

- Redesign entrance and interior of USB, provide upscaled facilities (see R2)
- Give continuous student feedback
- Provide seamless virtual / face-to-face learning experiences
- Annual programme evaluation above 85%
- Reach throughput targets of 85% (PGDips) / 80% (M) per academic programme

P5 Capacitate research

- Increase research funding opportunities
- Appoint research assignment coordinator
- Host writing retreats x 2 pa
- Research lunch hours x 10 pa

P3 Increase social engagement

- Set up and maintain SI database
- Active participation in international bodies like GRLI, ABIS, GOLDEN
- Increase percentage of staff, students and alumni active in SDG advancement
- Increase multistakeholder events with social impact focus (see S3)

P6 Increase collaborative events (see S2, S6 and P3)

- Kgalema Motlanthe Foundation
- Introduce events in collaboration with high profile partners
- NBI actions

RESOURCE PERSPECTIVE

R1 Provide an integrated Teaching & Learning portfolio

- Module "standardisation and sharing" project and articulation
- Seek learning pathways and reciprocity among USB/ED/IFR

R2 Ensure good physical infrastructure

- Complete upgrading of BPC and Lodge
- Take final decision on possible relocation

R4 Have skilled and motivated staff

- Establish new process/funding for academic and professional staff development
- Encourage increased participation in staff wellness programme

R3 Offer an excellent digital infrastructure

- Design digital road map
- Explore potential partnerships

R5 Grow collaborative internal and external partnerships (see S6 and P6)

- Increase synergy between USB, USB-ED and IFR, and main campus
- Determine key external stakeholders and map partnership growth

Figure 3: Stellenbosch Business School Strategy Map 2019-2021

Programme portfolio

The School's programme portfolio is designed to connect with the management development needs in South Africa and the continent at large. It goes beyond the roots of the School based on an MBA and now includes a rich variety of postgraduate study options. It is important to note that responsible leadership development permeates all of these programmes. Differently put, we can say that the aspirations inherent to the PRME serve as a guiding framework in how programmes are designed.

	Business Management and Administration	Development Finance	Futures Studies	Management Coaching	Project Management	Leadership Development	Financial Planning
PhD (NQF10)	PhD Business Management and Administration	PhD Development Finance	PhD Futures Studies				
Master (NQF9)	MBA	MPhil Development Finance	MPhil Futures Studies	MPhil Management Coaching			
PGDip (NQF8)	PGDip Business Management and Administration	PGDip Development Finance	PGDip Futures Studies		PGDip Project Management	PGDip Leadership Development	PGDip Financial Planning

Figure 4: Stellenbosch Business School portfolio of programmes

The curricula content is characterised by a global perspective combined with unique African contextualisation in order to align to the vision and mission of the School. The identity statement to be 'a proud African business school of global repute' underscores this strategic aspiration. Through this range of study fields, the School attracts students from other African countries, African scholars to teach on the programmes, and engages in partnership and networking opportunities.

Developing responsible leaders has been formulated in programme level outcomes and integrated into each programme curriculum. The School demonstrates that it is committed to developing its students as leaders, by focusing on personal, relational, organisational, societal and strategic

leadership that ultimately contributes to organisational performance and societal impact.

As an example, the leadership development module on the MBA spans the duration of the programme. In the curricula of the School's other programmes, the more technical subjects of responsible leadership development are embedded in a framework of personal development.

Our value-creation model - providing students with a transformative learning journey

Stellenbosch Business School's postgraduate students and its Executive Education participants can expect a transformative and whole-person orientated learning experience. Growing into a responsible leader and manager of society's precious resources involves more than just the transfer of knowledge. It engages the head, heart and hands of both the faculty and the student on the learning journey.

As depicted in Figure 5, the student enters a learning space, grounded in values, and surrounded and supported by people, systems and programmes. Along the way, the personal rationale with which the students enter the journey will be enriched by knowledge and personal development

encounters through which we believe they will mature even more into responsible leaders.

The learning journey itself goes through different stages, all of them supported by multiple institutional capabilities. Using the availability of human, social, intellectual, manufactured, natural and financial capital as input to this student-centred learning approach, the School and its Executive Education sister organisation aim to create sustainable value for society. In this way, our whole management education and leadership development project is premised on responsibility and thus advancing the SDGs for the future benefit of business and society.

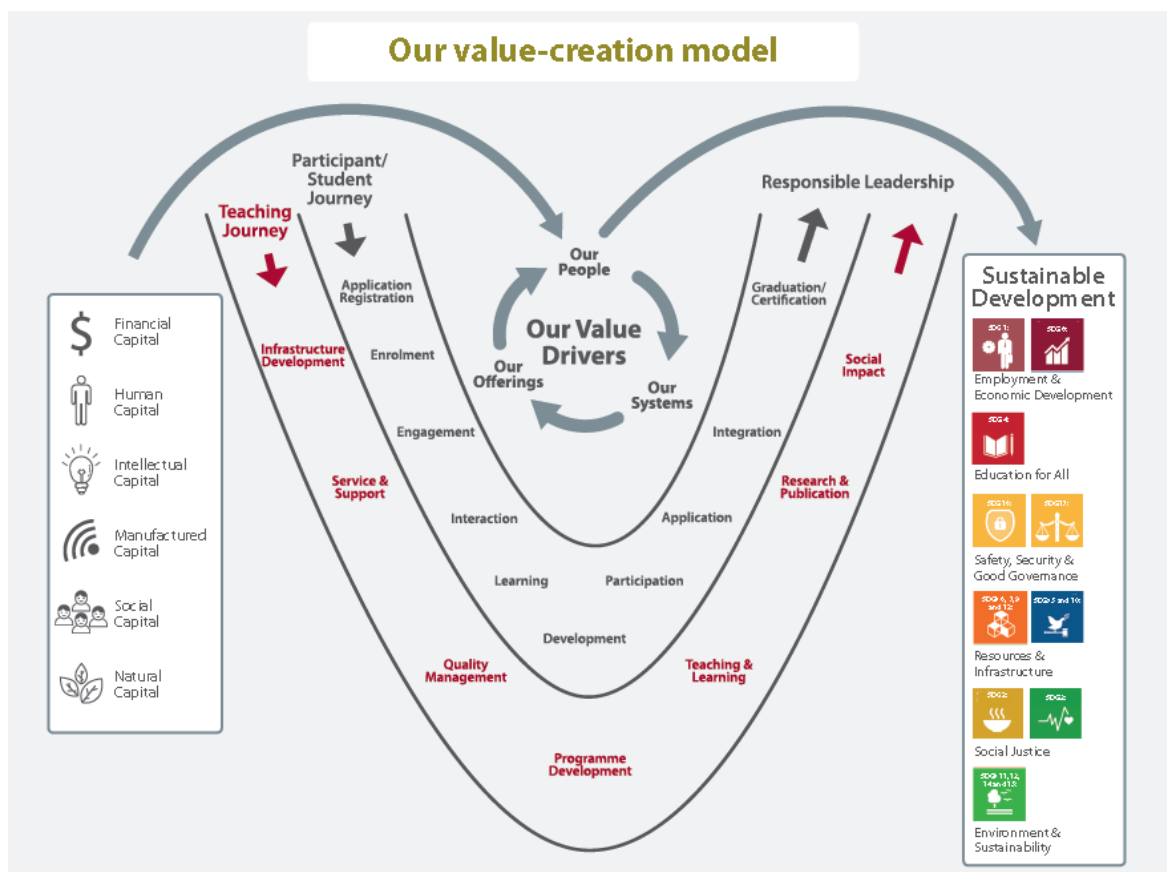


Figure 5: Stellenbosch Business School value-creation model

Developments over the period 2019-2020

In our 2018 SIP Report, several priorities were highlighted. The table below offers an overview of how these priorities were addressed in the 2019–2021 reporting period. This report is not comprehensive; the intention is rather to provide an overview of the direction that the School is taking in relation to these priorities and responsible management education.

Priorities 2018+	Developments and progress: 2019-2020
Responsible leadership and management are multi-faceted concepts, and we have embarked on a conscious effort to translate and integrate the meaning and implications thereof in order to create sustainable societal value and impact.	Responsible leadership remained an integral part of all the academic programmes at Stellenbosch Business School. During this reporting period, our PGDip in Leadership with a focus on not for profit organisations (NPOs) was launched and its first cohort completed the programme. The School actively recruited students from the social sector and ensured the programme was accessible to students through assisting with financial support to selected students. Furthermore, our social impact portfolio included three new community-engaged partnerships which are discussed below under our stakeholder relations.
The societal impact of our business and management education should be measurable in appropriate terms; how to do this is currently a priority.	We maintained our full-term AMBA and AACSB accreditation. We delivered an Integrated Report in 2019 and a revision of this is planned for 2023. This advancement in terms of reporting has set the parameters for what and how we measure our impact. This process is supported by a Theory of Change project for the School. The process of reporting for this SIP is also under review internally as consistent data gathering and data management during the period has been identified as an area for improvement.
Although the SDGs have become common ground for us in many conversations, we still have much to do in linking it with our research and thought leadership outputs.	The School retains its approach of not addressing specific SDGs. This is evident through the research conducted by staff and students where academic expression and interests are promoted. We built on the progress of our previous report by showing the strength of our alignment to the PRME in our research, programmes, alumni engagement, and care for staff and students. The feedback shared in this regard shows the reflexivity in our approach to aligning with the PRME and addressing the SDGs in our African context.
Africa suffers from an under-supply of responsible management education. We have, therefore, committed ourselves to work with continental and global partners to change this.	Over the period, we remained committed to working with institutions such as the Globally Responsible Leadership Initiative (GRLI), Academy of Business in Society (ABIS), Association of African Business Schools (AABS) and the Business Ethics Network of Africa (BEN-Africa) where we have actively represented an African perspective and promoted the ideals and practices of responsible management education across the continent. Notable was the increasing interest and participation of students from across Africa in our African Development Finance programme. Furthermore, our development of leaders in Africa through our specialized Africa Directors programme is illustrative of our intent to share our expertise and resources beyond our border. Our investment of bursary funding for PhD candidates from designated backgrounds and the African continent underlined our commitment to transformation locally and in Africa.

Stakeholder relationships

Stakeholder work is an essential ingredient of social capital development. It is in the collaboration with others in our ecosystems that we are able to create value far beyond what we will be able to achieve on our own. The list that follows is not comprehensive, but contains examples of organisations with which we have formal relations in the domains of responsible leadership, sustainable development and social impact, on a national scale and beyond.

South Africa

Stellenbosch University

Stellenbosch University is one of South Africa's leading tertiary institutions based on research output, student pass rates and rated scientists. It is recognised internationally as an academic institution of excellence with ten faculties, more than 30 000 students and 3 000 staff members, spread over five campuses.

The Sustainability Institute

The Sustainability Institute is a non-profit trust. This international living and learning centre provides learning experiences in ecology, community and spirit. The institute partners with the School of Public Leadership at Stellenbosch University in respect of Master's and PhD programmes in Sustainable Development, and with our Executive Education sister organisation in respect of its short course offerings. The School's faculty supervise research and lecture on several of the Institute's programmes, and vice versa.

The National Business Initiative

The National Business Initiative is a voluntary group of leading national and multi-national companies, working together towards sustainable growth and development in South Africa through partnerships, practical programmes and policy engagement. Stellenbosch Business School, as an NBI member, collaborates in its roundtables, thought leadership initiatives and research projects. The School is represented on the NBI board.

The Ethics Institute

The Ethics Institute is an independent public institute producing original thought leadership and offering a range of services and products related to organisational ethics. As an academic partner, Stellenbosch Executive Education provides The Ethics Institute with accreditation and support to deliver its Ethics Officer Certification Programme to the market.

The SEED Educational Trust

The SEED Educational Trust is a charitable trust registered as a Public Benefit Organisation. It seeks to develop skills, confidence and hope in leaders in the social sector so that they can lead effectively. Stellenbosch Executive Education has been SEED Trust's academic partner since 2012. Some MBA students have used the organisation's work as the basis for their research assignments.

The Institute of Directors in Southern Africa (IoDSA)

IoDSA is a non-profit organisation that represents directors, professionals, business leaders and those charged with governance duties in their individual capacities in Southern Africa. Stellenbosch Business School, our Executive Education sister organisation and the IoDSA also collaborate to provide input on the School's Centre for Corporate Governance in Africa and Stellenbosch Executive Education's Africa Directors Programme.

Africa

BEN-Africa

BEN-Africa is a non-profit organisation that aims to strengthen the commitment and competence of Africans to do business with moral integrity by facilitating interaction between academics and practitioners who share an interest in business ethics. Two of BEN-Africa's past presidents are current faculty at the School while the organisation's conference and its academic journal are important research outlets for the School's faculty.

The African Association of Business Schools (AABS)

AABS accredits schools based on values relative to the African continent, and promises to bring African business schools to the forefront of management education. AABS supports graduate business schools through capacity building, collaboration and quality improvement programmes for deans/directors and faculty from African business schools. As a member of AABS, Stellenbosch Business School will shortly start its application for accreditation.

International

The Principles for Responsible Management Education (PRME)

PRME is a United Nations-supported initiative founded in 2007 as a platform to raise the profile of sustainability in schools around the world, and to equip business students with the understanding and ability to deliver change for tomorrow. Stellenbosch Business School has been a PRME signatory from the very beginning, and submits regular Sharing Information on Progress reports on its adherence to the six principles through teaching, research, engagement and partnerships.

The Global Responsible Leadership Initiative (GRLI)

GRLI is a partnership of global networks, companies and learning institutions focused on promoting the development of globally responsible leadership and practice. Participation in the work of the GRLI has brought the School into the mainstream of international thought and practice leadership in the area of responsible leadership development.

The Academy of Business in Society (ABIS)

ABIS is a global network of over 100 companies and academic institutions whose expertise, commitment and resources are leveraged to invest in a more sustainable future for business in society. ABIS's mission is to advance the role of business in society through research and education. As an ABIS member, the School played a leading role in the development of the Values-driven Leadership in Action Programme which has been presented in South Africa, Egypt and Kenya since 2015.

The Global Business School Network (GBSN)

GBSN is a non-profit organisation that partners with business schools, industry, foundations and aid agencies to improve access to quality, locally relevant management education for the developing world. The network fosters cross-border networking, knowledge sharing and collaboration with a network of over 70 leading business schools on six continents. Stellenbosch Business School is a GBSN member, and its faculty regularly participate in activities of the network.

GOLDEN

GOLDEN is a non-profit organisation focused on collaborative research where a global community of executives and experts from business, academia, social enterprises and institutions co-create and experiment with alternative models of enterprise for joint economic and human value creation. The Stellenbosch Business School-GOLDEN relationship aims to deliver impact research outputs in the years to come.

Progress to include community partners

Our stakeholder relationship table shows our partnerships that underline the School's commitment to provide value. In our process of expanding how we view our engagements with communities, we have embarked on an approach that embeds community organizations within our structures. Below we present three of our developing partnerships which illustrate who how we can provide opportunities to staff and students to provide their inputs as professionals and volunteers to enhance these programmes. The nature and extent of these partnerships are shared for progress in terms of expanding the representation of our stakeholder relations.

Tore's Foundation

The Tore's Foundation aims to empower young people to develop their critical thinking and discover their voice through debate to transform their communities and engage politically as responsible leaders. Their programme expands students' outlook and encourages their interest and participation in democracy and its institutions. In response to the COVID-19 pandemic and lockdown regulations, the Foundation collaborated with the School to deliver live online debates and provides opportunities for staff and students to volunteer as facilitators.

The Wilderness Foundation Africa

The Wilderness Foundation Africa aims to protect and sustain wildlife and wilderness through integrated conservation and education programmes, through direct action for anti-poaching in the field, large landscape wilderness management, and developing rising young leaders from disadvantaged communities for career in conservation. Their Youth Development Programme is aimed at simultaneously conserving wilderness areas and nurturing the physical and psychological wellness of young people. The Wilderness Foundation Africa has agreed to establish a dedicated environmental-focused research agenda for our MBA student assignments and to leverage the School's expertise. Furthermore, the Wilderness Foundation Africa will be piloting a unique offering to our Small Business Academy focused on environmental sustainability.

Calling Education

Calling Education's vision is to develop the most relevant model of providing top quality education to learners from low-income communities. A strong relationship already exists with Stellenbosch University where learners have attended events and worked on a project developing solar panels at the Engineering Faculty. The partnership with the Business School is aimed at upskilling educators, exposing selected Calling Academy learners to the School, and the continued availability to students doing their MBA social engagement projects.

Advancing the Sustainable Development Goals

Stellenbosch Business School remains committed to promoting the academic freedom for staff and students to address the SDGs through their unique approaches. Within the School, the SDGs are attended to across the full spectrum of the School's programmes. While we encourage staff and students to be purposeful in their approach, we are cognisant of their varying experiences and potential contributions to the SDGs. As part of Stellenbosch University, the School remains committed to the alignment with the identified thematic areas identified by the University.



- Education for all
- Employment and inclusive economic development
- Environment and sustainability
- Food security and health
- Resources and infrastructure
- Safety, security and good governance
- Social and gender justice

Figure 6: SDG thematic areas identified by Stellenbosch University



Alignment with the PRME

In our 2018 SIP report, we highlighted the staff social engagement activities captured through an internal survey. The purpose of that report was to share the way that the School's staff actively engage in impacting on the SDGs. The report shared our contributions as professionals and citizens in ensuring the sustainability of many organizations in South Africa and beyond our borders. In 2020, the global impact of the COVID-19 pandemic impressed on everyone the connectedness of the world. The pandemic still has an ongoing impact on the way in which we can engage and make a difference in society, particularly as leaders, today.

Having previously mapped our staff involvement in addressing the SDGs (SIP 2018), we chose for this report to highlight the alignment with the PRME. In building on our previous report, for 2019–2021,

we share our contributions to delivering impact through reflecting on teaching and learning adjustments, research, selected programmes, alumni and our staff and student well-being.

These examples are based upon a qualitative survey conducted with academic staff asking them to "express how they engaged with the PRME and to describe the impact of COVID-19 on our ability to deliver on advancing the Sustainable Development Goals during the reporting period". The examples of major impact identified by faculty cover the areas of teaching and learning, research, programmes, alumni engagement, and staff and student well-being.



Teaching and Learning

The focus of the Teaching and Learning function at Stellenbosch Business School is to support the student's learning journey, on the one hand, and to provide faculty with best practice support and guidance to best serve our students, on the other. This intent was tested in 2020 with the outbreak of the COVID-19 pandemic. Thankfully, the School had already started using what we referred to as the 'glocal' classroom, which provided synchronous learning via online streaming to students who could not attend lectures on campus (known in-house as blended learning mode). This was first piloted in 2015 for the Postgraduate Diploma in Business and Administration, as well as for the MPhil and Postgraduate Diploma in Futures Studies. Based on the success and strong market demand, the MBA programme followed suit in 2017 with one blended learning cohort in the 'glocal' classroom. These innovations stood us in good stead for 2020 to continue delivery of all programmes online during the pandemic.

Mandatory customised in-house training was provided to all permanent faculty, adjunct faculty, and professional staff. All lecturers, including external faculty, had to attend training before facilitating their first online classes with the emphasis on making the transition as smooth as possible for all staff and students. The primary goal was to enable students to continue their learning journeys. All Teaching and Learning resources were made available to staff on the Business School's through our online learning platform. A module entitled the Teaching and Learning Landscape was created to enable and support best practice teaching in the Teaching and Learning environment. Additional in-class technical support was also provided to lecturers in the form of teaching assistants (or zoom buddies) to support lecturers in utilising the available teaching aids.

The School's hardware was also updated and improved to facilitate the online teaching and learning experience.



Research

During the period under review, Stellenbosch Business School's research strategy responded to the demands of the mission and vision statements, both of Stellenbosch University and the School itself. In its vision 2040 and strategic framework, Stellenbosch University expressed its strategic intent to position itself as the leading research-intensive institution in Africa by maintaining momentum in excellence, expanding internationalization, and advancing systemic transformation. This linked directly to one of the main elements in the Business School's 2019–2021 strategy, to increase value for a better world. Here we can see a broad alignment that intersects with PRME 3, 4, 5 and 6.

In addition to the individual faculty research outputs, the School's five research centres and research chair on women and work continued to impact the SDGs. The involvement of faculty, students, and partners in a collaborative effort resulted in meaningful outputs for society.

Internal analysis showed that the School's research continued to be strongly focused on South African issues under the following research themes:

- Responsible leadership
- Sustainable equality improvement
- Responsible business in society
- Future impact



The School's commitment to capacity development included the reintroduction of the bursary programme for PhD candidates in this period. The School also accepted the hosting of the Africa Academy of Management 2021 Africa Faculty Development Workshop. The Business School also hosted the Responsible Leadership Reimagined conference in early 2022.

Specific examples of the School's research include the following:

Centre for Corporate Governance

The Centre for Corporate Governance in Africa at the School focuses on developing the performance and compliance aspects of directors' attitudes, knowledge, and skills, and on the link between corporate governance, business ethics and total organizational performance. A significant milestone regarding our impact across borders in Africa was the Africa Directors Programme launched in 2015. In line with Principle 3, the Centre has been involved in the development and presentation of a leadership development programme for directors from Botswana, Namibia and South Africa and represented organizations from the private, public, and non-profit sector. Through five intakes (2015–2019), a total of 82 participants successfully completed the programme.

Africa Centre for Dispute Settlement

The Africa Centre for Dispute Settlement takes as its guiding star, within the South African context, the Constitution that represents the social compact voted for by the vast majority of our citizens, and which it believes represents a far more progressive and far-reaching vision for human development than that of the SDGs alone. The Centre calls for a hard social protection floor, and for inequalities to be addressed as a matter of policy priority. Within the African context, the Centre takes cognisance of, and seeks to support advancement of, African instruments such as the African Charter on Human and Peoples' Rights.

The Centre's research contributes to a growing evidence base that underlies our advocacy for the recognition of the corrosive role of the dominant model of "top down" global policy-making that perversely undermine local settlements and advancements on issues of peace and development. The research shows that businesses are not necessarily facing challenges in meeting social and environmental responsibilities but rather, they are often intentionally exploiting the African context to extract excess rents, directly and indirectly contributing to conflict and underdevelopment. Thus the Centre endeavours to partner not with business specifically, but with all actors interested in better understanding and advancing the variety of mechanisms – including regulation and sanctioning of businesses, and the exploration of alternative economic vehicles – by which private sector development can contribute to peaceful development. In line with Principle 4, as reflected in their publications, the Centre commits us to rigorous and critical scholarship on issues at the intersection of the private sector, human rights, and peaceful development.

The Centre for Responsible Leadership Studies

As a result of COVID-19, the Centre for Responsible Leadership Studies found that now more than ever it was important for our leaders and experts collaborate in order to improve societal outcomes. In line with Principle 2, the Centre began an initiative for Health Systems Strengthening at the Business School, the School of Public Leadership, the Economics Department (in the Faculty of Economic and Management Sciences), the Industrial Engineering Department (in the Faculty of Engineering), the Department of Global Health (in the Faculty of Engineering), and the Department of Global Health (in the Faculty of Medicine and Health Sciences). Specific work focused on understanding leadership has been undertaken by research students under the auspices of the Centre during the reporting period with titles including:

- A systematic review to define responsible leadership and the characteristic review of responsible leaders
- A systematic review of literature on responsible leadership overlaps with authentic leadership, servant leadership and transformational leadership
- The understanding and expectations of responsible leadership in the mining industry in emerging economics
- Understanding the definition and characteristics of responsible leadership
- A systematic review of responsible leadership: definition and characteristics



Women at Work Research Chair

Women make up 51 percent of the South African population, but only 20.7 percent of directors of JSE-listed companies are female. It is clear that there is work to be done to equalize the gender imbalance in the top tier of business leadership. Since our last PRME SIP report, the Women at Work Chair at Stellenbosch Business School has produced a number of reports, which addressed the gender imbalances within society, including the workplace. An overview of these reports includes:

Women's Report: Women and politics. South Africa held elections in 2019 and the women's report analysed national political power as well as power within organisations from a gender perspective.

Women's Report: Black women's excellence. The first year that the Women's Report went online at womensreport.africa. The report celebrated its 10th year by highlighting black women's excellence. A number of prominent South African women were also interviewed.

Gender pay gap guide for the already converted. The Guide for the Already Converted aims to inform managers, board members, researchers, and the layman about the gender pay gap, its mechanisms, and ways of dealing with it. The guide has featured in numerous webinars and media interviews on the topic. The Chair's leader, Anita Bosch's [academic article](#) on the topic has been viewed 1 852 times, according to the South African Journal of Science's website.

Women on South African Boards: Facts, fiction, and forward thinking. The primary aim of the report was to map South African legislation and global research, to identify gaps and formulate policy recommendations to advance the number of women that serve on South African boards.

The value of this research in collaboration with the private and public sector are further examples of the alignment with Principle 5 and 6 and an indication of the School's commitment to addressing societal issues aligned with our vision.



Programmes

While our research is collaborative and involves a range of stakeholders, our direct impact on student experience is perhaps more important. Here we can report on the progress made with specific reference to programmes aimed at cultivating a greater awareness about our students' roles as responsible stewards of society. At Stellenbosch Business School, we believe the responsibility of a business school includes preparing our students to take management and leadership responsibility for the full spectrum of sustainable development challenges and across all SDGs. Although providing a potentially unifying agenda for a sustainable global future, there is nothing specifically academic about the SDGs. Thus our academic engagement with Agenda 2030, as expressed via the SDGs, remains critical, holistic, and methodologically sound. Furthermore, since the PRME is a historic document, now almost 15 years old, it must be reinterpreted on a continuous basis within the context of both the specific school and country in which it is being subscribed to. Through our learning and teaching we share that the PRME is for the global commons of business schools and their stakeholders, and not the property of any particular organisation.

MBA Business in Society: The focus of this MBA module is on the integration of ethics, responsibility and sustainability in leadership and organisational practices. The module integrates responsible leadership with corporate responsibility and sustainable development in theoretical and practical terms. Students are helped to rethink the purpose and role of business in stakeholder inclusive and societal stewardship terms. The sustainable development agenda, although always the implicit background of the module, is made explicit via a Social Engagement Project in which students engage in experiential learning about responsible leadership and societal stewardship from non-profit organisations. The impact of COVID-19 on the mission achievement of NPOs was a particular interest of the Social Engagement Project since 2020.

MBA Managing International Organisations: The MBA focal area on Managing International Organisations focuses on the contribution that the United Nations and similar global development organisations can make to the solution of systemic global sustainable development challenges. Students working in such organisations, striving to develop a career in them, or wanting to improve partnering between them and business organisations are likely to be found in this programme. As an example, the Covax vaccination initiative was used as a case study in the 2020 student intake.

PGDip in Leadership Development: This programme contains a module on Business in Society in which students are introduced to the linkages between responsible leadership, corporate responsibility, and sustainable development. In 2020, the students in this module worked on a COVID-19 related case study to enlighten their understanding and build their skills for leadership and corporate engagement with the social impact of the pandemic.

In addition to our role in facilitating learning opportunities through these modules and programmes, our faculty worked on two book chapters related to teaching of responsibility and sustainability at Stellenbosch Business School. The first chapter on experiential learning related to the Social Engagement Project on the MBA (publication was expected towards the end of 2021). The second was a reflection on how the School's Small Business Academy contributed to the advancement of SDG8 - Decent Work and Economic Growth.

In addition, as a result of their direct programme involvement, faculty made presentations at the 2019 GSBN International Conference in Lisbon on "MBAs Meet NPOs: Finding Reciprocity in Impact". This presentation was based on the Social Engagement Project as an experiential learning project for responsible leadership and social impact. Furthermore, the School was represented at GBSN Roundtable on the role of business schools in building more inclusive societies.



Alumni

Our connection to students as key stakeholders in our development as a business school continued through our advancing alumni programme and activities. By maintaining relationships with business leaders and their organisations, our alumni network is key to creating value for a better world. The impact of COVID-19 has resulted in a changing world of work, networking, opportunities for knowledge sharing and industry practices. For our alumni, COVID-19 has called on their resilience with fifteen chapters globally to sustain and continue to grow in an environment without physical closeness. The commitment of the alumni and the high levels of support of staff and stakeholders enabled us to adapt, and to scale our online initiatives. Some of these are listed below:

Partnerships with Business Chambers to scale access to the School's Alumni Association events and expand dialogue: We formed partnerships with the Cape Town Chamber of Commerce, the Port Elizabeth Chamber, and most recently with the new South African Business Council for UAE (SABCO UAE). The School's alumni were speakers at these partner events where dialogue and debate on critical issues related to global issues of social responsibility and sustainability were addressed.

Impact stories: Alumni contributed consistently and enthusiastically to our requests to share their impact stories. These stories may be accessed [here](#). These impact stories were shared in the media and on social media channels as a further means of engaging with our communities.

Mentorship programme: Prior to 2020, we had less than 50 mentors available to offer to students. With the digital platform USBConnect, the number of mentors increased to 600+. This method of extending our alumni's learning experiences together with new students contributed further to the School providing opportunities for responsible leadership to be promoted and practiced. We now offer mentorship on four levels: students (short term), Small Business Academy (SBA) students (nine months), Launch Lab (two to three years), and for qualifying Executive Education participants.

Scaling up the dialogue: With intent to deliver impact in society, the opportunity to engage and share experiences has been positively impacted. Instead of reaching a close group of 20-30 alumni in a particular geographic area, we were able to bring our alumni, industry and social practitioners, and academic expertise to a global audience. On average, 75 people attended each of the 30 events, with some events reaching an attendance of 170. Close to 120 high-level stakeholders attended the annual Stellenbosch Business School's Business Breakfast in 2020 where a range of issues that affect leaders in society was discussed. Furthermore our work beyond our borders remained purposeful with the first totally virtual West African webinar facilitated by award-winning businesswoman Toyin Sanni on COVID-19: *Navigating the economic effects and commercial implications globally and locally*. In Canada, a new chapter was initiated and facilitated a first virtual Alumni-Thought Leadership webinar in September 2020. Closer to home in Eswatini, this new chapter hosted a virtual Thought Leadership webinar in association with Executive Education in November 2020, the event titled *Looking forward: Kingdom of Eswatini's economic recovery strategy after COVID-19*.

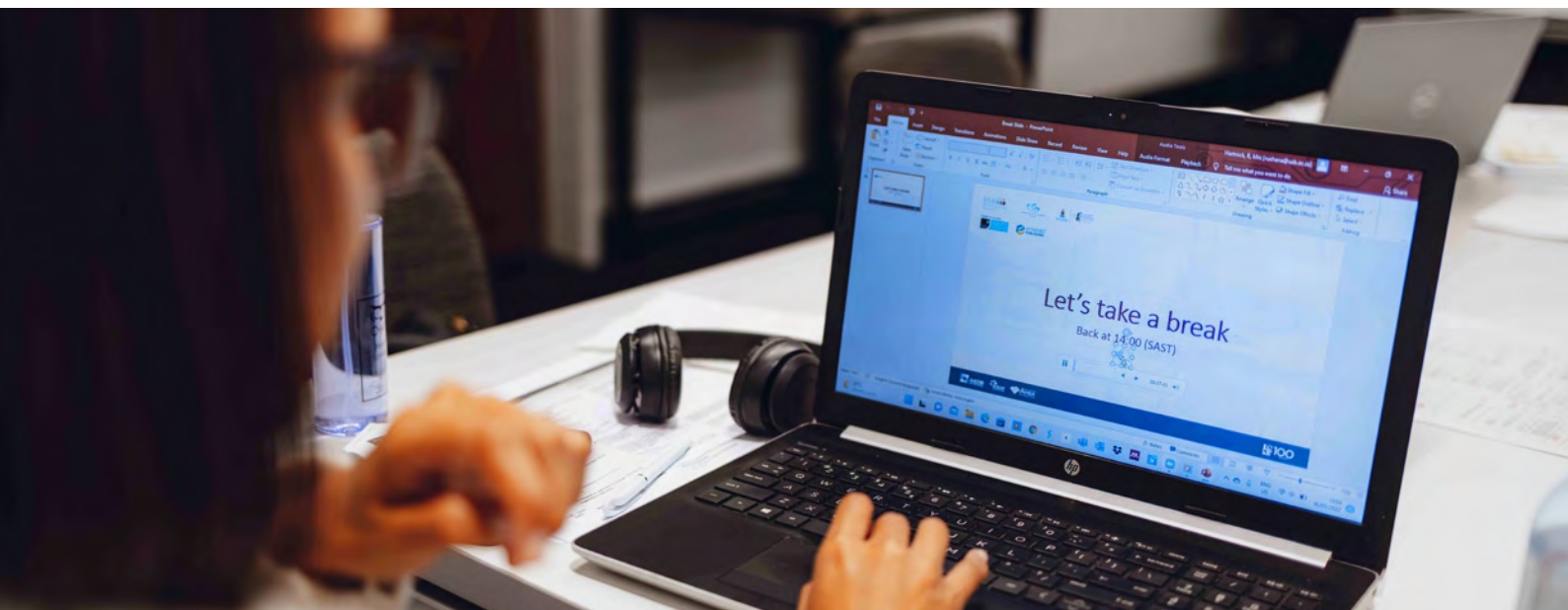
Our engagements with alumni took on a more concentrated approach as we acknowledged their role in holding us to account not only to our vision, but also our values.

Staff and student well-being

The health of a business school is inherently associated with the health of its staff and students. While COVID-19 had a significant impact on the way in which we worked, our stakeholders' well-being became an immediate priority. We, therefore, add to this report the progress made with respect to our advances in addressing the well-being of our staff, students, and partners. In line with Principle 5 and 6, we share our contribution to addressing the well-being of our stakeholders. We expanded the view of dialogue to include the engagements with society during this period where we could deliver impact through sharing critical information and knowledge not only in academic forums. The table below summarises the number of engagements with the media (print, radio, online and TV) on COVID-19 and mental health, resilience, burnout, and working from home for the period 2020–2021.

Media	Number of pieces
Print	103
Broadcast	149
Online	153
Total	405

Internally, we delivered dedicated staff wellness opportunities with various speakers and included activities such as office-based Pilates. Our faculty lunch hour talks addressed important topics such as *Zoomed-out/Burnout: Keep your fire burning* and *Learning and the brain (in the online environment)*, which were helpful in addressing the shift into an online working environment. In terms of our engagement with our main campus, the School hosted an online webinar on resilience in association with the Stellenbosch University's Unit for Psychotherapeutic Support Services and the Health System Strengthening Workshop (see above). While staff were addressed through the various workshops, a research project entitled "The use of activity trackers to evaluate the effect of sleep and exercise on MBA students' stress levels" was conducted during this period.



Below are some other collaborations addressing well-being.

Collaboration with other stakeholders

- Mental wellness for Bloemhof Girls' High School
- Student wellness programme developed for University of the Western Cape (series of nine sessions)
- Presentation for EFMD Middle East Africa Conference on learning in the new online environment
- Presentation for KEDGE's Global Network Days on Student Wellness on the School's wellness initiative for staff and students and the adjustments to COVID-19

A significant community engagement experience can also be highlighted here, which is indicative of the collaborative efforts of our staff and the reach that they have into communities through their research and teaching. We are very grateful for the success of the recent 1st Southern African Multidisciplinary ADHD Congress, hosted by Stellenbosch Business School, in partnership with the Goldilocks and the Bear Foundation and LifePath Group. With 30 speakers, including a number from overseas, a wide variety of topics (see www.adhdcongress.co.za) were covered and enhanced the 300 delegates' knowledge of ADHD. The participants represented seven countries: South Africa, Namibia, the United Kingdom, Canada, Australia, the United Arab Emirates, and France.



Conclusion

This SIP Report demonstrates some of the breadth, scope and impact of activities at Stellenbosch Business School in the field of responsible management education and responsible leadership. The School continues to underline its commitment to responsible leadership in all of its activities and, through which, it is able to demonstrate its impact on various SDGs by the actions of its teaching and learning, research, and social impact.

As this PRME reporting period draws to a close the School enters a new strategic phase for the period 2022–2025, where it aims to leverage its new identity in order to have an even stronger impact on the stakeholders in its various ecosystems. The School has again committed itself to responsible leadership as a key differentiator for its contribution and aims to be a strong partner to the various stakeholders in its ecosystems. Our recent project on the Theory of Change aims to provide a comprehensive framework by which this impact can be assessed and increased.

A suite of exciting projects underline our commitment both to responsible management education and being a key driver for management research and teaching on the African continent. In 2022 the school will join the Council for Business in Society, host the global responsible leadership reimagined conference, and expand further the Small Business Academy into new provinces of South Africa. In the medium term the school will host the world Gender Work and Organisation conference and the African Academy of Management (AFAM) conference. The roll out of new flexible learning pathways aims to offer students greater access, more flexibility, and a tailored learning experience as we develop responsible leaders for the future. Through these actions and others we are committed to being a source of value for a better world.





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